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ABSTRACT

This document reports the findings of a process evaluation of the Saginaw, Michigan Early Childhood Education Preschool program for 4-year-olds at risk of academic failure. As of January, 1992, a total of 292 pupils were attending the program at 9 sites. The goal of the program is to enable 4-year-olds to develop school readiness skills. Program components include children's cognitive, psychomotor, and affective development; parent and community participation; curriculum; and staff development. The process evaluation consisted of on-site observations of all nine classrooms and the use of an activity observation checklist and language observation instrument. Observations revealed that: (1) activities to meet the program's daily objectives took place in all classrooms; (2) a record of parent participation was maintained in all classrooms; (3) labels were placed on objects throughout the classrooms to assist in word recognition; and (4) teachers employed language enhancement techniques. Overall, the program was operating as planned. Suggestions for improving some areas of the program are offered. Appendixes include a list of program participants, a list of objectives for each of the program's component areas, copies of the activity checklist and language observation instrument, and a table listing teachers' use of language enhancement techniques. (BC)

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EVALUATION REPORT

MICHIGAN EARLY CHILDHOOD EDUCATION
PRESCHOOL PROGRAM PROCESS
EVALUATION REPORT

1991-92

PS 020375

DEPARTMENT OF EVALUATION SERVICES

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Saginaw, Michigan

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MICHIGAN EARLY CHILDHOOD EDUCATION
PRESCHOOL PROGRAM PROCESS
EVALUATION REPORT

1991-92

An Approved Report of the

Department of Evaluation, Testing, and Research

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February, 1992

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INTRODUCTION

This is the fourth year the School District of the City of Saginaw has operated a state funded prekindergarten program for "at risk" four year old children. The District has operated for the past twenty-two years a federally funded (Chapter 1 of the Educational Consolidation and Improvement Act) prekindergarten program for children coming from the inner city. Thus, Saginaw is no stranger to prekindergarten programming and the two programs are essentially the same except for funding source and the process to identify eligible four year olds.

The factors which place four year olds "at risk" of becoming educationally disadvantaged are essential to the identification of those to be included in the Michigan Early Childhood Education Preschool (MECEP) program. Four year olds selected for participation in MECEP must have shown one or more of the following "at risk" factors:

> Score of 18 or less on the 27 item Prekindergarten Readiness Screening Device (PRSD); low birth weight; developmentally immature; long-term or chronic illness; diagnosed handicapping condition (mainstreamed); language deficiency or immaturity; non-English or limited English speaking household; family history of low school achievement or dropout; low parental/sibling educational attainment or illiteracy; single parent; unemployed parent/parents; low family income; parental loss by divorce or death; teenage parent; and housing in rural or segregated area.*

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*From 1991-92 Grant Application For: The Michigan Early Childhood Program, page 7 with criteria of PRSD for developmentally immature.

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An accounting of this year's MECEP participants shows that as of January 24, 1992 a total of 292 pupils were attending one of nine sites (see Appendix A for details).

The MECEP operated at nine elementary sites: Fuerbringer, Herig, Jerome, Kempton (p.m. only), Longstreet (a.m. only), Merrill Park, John Moore/First Presbyterian, Webber (a.m. only) and Zilwaukee (a.m. only). There were eight MECEP sites last year.

The MECEP program is based upon the Piagetian concept that a child best develops intellectually in a stimulating environment. Preschoolers are provided with an environment in which they receive positive reinforcement for reaching out, experimenting, seeking, and attaining new knowledge. Free and structured experimentation with common objects provide learners with information and a repertoire of actions on objects that enable them to explore the properties of unfamiliar things. Manipulative materials provide children with many problem-solving developmental activities. The daily schedule includes experiences in the areas of affective, fine and gross motor skills, physical and social knowledge, and parent participation.

Language and concept development is constantly encouraged and reinforced. The school environment is characterized by: consistency, behavior modification, interest centers, decision-making on the part of the students, and pupil participation with freedom and responsibility.

The overall goal of the program is to provide four year olds with an environment that will enable them to develop school readiness skills. There are seven program component areas: cognitive, psychomotor, affective, parent participation/education, curriculum, staff development, and community collaboration/participation components (see Appendix B for the objectives in each component).

PROCEDURES FOR PROCESS EVALUATION

A process evaluation involves monitoring a program throughout the year to determine if the program is being implemented as planned. This makes it possible to identify strengths and weaknesses that might influence program outcomes. For this program the process evaluation was accomplished by means of an on-site observation of all classrooms by the evaluators.

The observation instrument (see Appendix C for copy) was designed jointly by an evaluator and program supervisor. The checklist portion of the instrument dealt with the cognitive, psychomotor, and parent participation/education components of the MECEP program. The two questions that follow the checklist centered upon language development related to objects/shelves labeled in the room and teacher behaviors to increase language production of pupils for each 30 minute block of time during the half-day observation.

PRESENTATION AND ANALYSIS OF PROCESS DATA

Half-day observations were conducted by four program evaluators. All prekindergarten teachers were observed. The MECEP Program Activity Observation Checklist and Associated Language Observation Instrument, (see Appendix C) was the instrument used for the observations. The primary focus of the observations was to determine if program activities related directly to cognitive, psychomotor, and parent participation/education product objectives were being provided. The other focus of the observations was the two language observational items related to labels on objects/shelves and language production/enhancement techniques employed by the preschool teachers. Classrooms were observed between January 7-30, 1992.

The evaluators spent an average of 156.1 minutes of a maximum of 163 possible minutes observing in each classroom. There were between 14 to 19 pupils in attendance per classroom observed with the modal number of children being 17. Eight of the nine (88.9%) one parent helping out in the classroom and one room had lacked a parent helping the classroom teacher and aide.

The tabulated results are presented below.

Cognitive, Psychomotor, and Parent Participation/Education Component Results

The first two pages of the observation instrument dealt specifically with objectives 1-16. The results of the observation related to these cognitive, psychomotor, and parent participation/education objectives are presented in Table 1 below.

TABLE 1. NUMBER AND PERCENT OF MECEP PREKINDERGARTEN ACTIVITIES OBSERVED DURING JANUARY, 1992 CLASSROOM OBSERVATIONS.

Objective	Activity	Number and Percent of Teachers (N=9) Conducting Each Activity	
		#	%
1	Properties of Object; i.e., shape, color, hardness (five senses)*	9	100.0
2	Social Knowledge (i.e., work roles)	8	88.9
3	Grouping and Regrouping (i.e., classification)*	9	100.0**
3A	One-to-One Comparison (i.e., matching, pouring, getting coats, rearranging collections) [Subskill of 3]	9	100.0
4	Transitive Relations (i.e., length, height, weight, shades, hardness)	8	88.9
5	Temporal Ordering of Events	9	100.0
6	Expressive Language: Labeling (i.e., will name various objects in room, in a picture, etc.)	9	100.0
7	Expressive Language: Mean Length of Utterance (i.e., encourage, completeness of sentences, length, etc.)	7	77.8
8	Expressive Language: Semantics (i.e., descriptors, modifiers, etc.)	8	88.9
9	Expressive Language: Plot Extension (i.e., predictions, cause and effect, conclusions)	8	88.9
10	Eye-Hand Coordination (Gross and Fine Motor and Manipulative)*	9	100.0
11	Linear Order (i.e., straight lines, counting)	9	100.0
12	Copying Specific Shapes (i.e., cutting, pantomime, drawing)	9	100.0
13	Gross Motor Coordination*	9	100.0
14-16	Record of Parental Participation Being Maintained	9	100.0

*These activities are to take place <u>daily</u> in all classrooms.
**Activities for this objective were those that required classification on one criterion and then using the same objects and shifting to a second criterion.

As can be seen in Table 1 above, the following points can be made:

- The activities that were to take place on a daily basis (objectives 1, 3, 10, and 13) were observed in 100.0% of the classrooms.

- All classrooms (100%) carried out activities during the observations related to objectives 1, 3, 3A, 5, 6 10, 11, 12, and 13. Of these only objectives 1 (properties of objects), 3 (grouping and regrouping), 10 (eye-hand coordination), and 13 (gross motor coordination) were specified in the program description as occurring on a daily basis as the observations verified.

- Of the remaining cognitive and psychomotor activities, all had better than three-fourths of the time occurrence with objectives 2, 4, 8, and 9 being observed 88.9% and objective 7 being observed in 77.8% of the classrooms.

- An up-to-date record of parental participation/education in the form of wall charts was observed in all nine (100%) of the MECEP teachers' classrooms.

Language Development

The MECEP Prekindergarten program also has a strong emphasis on increasing language production of preschoolers as well as displaying words throughout the classrooms to generate interest in and recognition of words and concepts. The last two items of the observation instrument dealt specifically with these issues. The items and the observational findings related to each are presented below. Following these findings a short discussion will highlight the main conclusions stemming from a review of each.

Findings Related to Language Items.

1A. Are labels posted on objects throughout the classroom?

	Number	Percent
No	0	0.0
Yes	9	100.0

Common Set of 25 Labels Posted	Frequency
• Chalkboard	9
• Clock	9
• Cupboard	9
• Door	9
• Record player	9
• Refrigerator	9
• Table	9
• Blocks	8
• Books	8
• Chair	8
• Desk	8
• Heater	8
• Housekeeping	8
• Puzzles	8
• Window	8
• Flag	7
• Painting	7
• Sand table	7
• Science	7
• Sink	7
• Bathroom	6
• Lights	6
• Closet	5
• Truck	5
• Work bench	2

Additional Labels Posted	Frequency
• Calendar	3
• File cabinet	3
• Fish tank (aquarium)	3
• Telephone	3
• Writing center (table)	3
• Bookcase (shelf)	2
• Cabinet	2
• Light switch	2
• Octons	2
• Paper towels	2
• Pattern(ing) blocks	2
• Reading center	2
• Speaker	2

- Each of the following labels were posted in a single classroom: mailbox, rice, teacher's desk, rabbit, stove, mirror, water, fish net, days in school, lock, bed, our work, North board, snow, sweet potatoe,, celery, avocado, doll corner, stroller, piano, East wall, scrap paper, blinds, shapes, South wall, wall, number peg set, rectangle, sorting bears, circle, square, wooden animals, unifix cubes, number puzzles, flex-o-play, tunnel, small beads, triangle, large shape sorter, stringing disks, color cubes, magnetic shapes, small shape sorter, sort and fit shapes, building squares, pegs, peg boards, fruit puzzles, rubber band, Mr. Potatoe heads, waffle blocks, snap together cubes, attribute set, hamster, homework, vegetables, return homework, days of the week, pliable people, wooden blocks, Lak blocks, color/shape abacus, quiet area, math area, shelf, art supplies, snack supplies, Duplo, coloring books, lined paper, manila paper, math their way, fine motor mainpulatives.

1B. If shelves are labelled check the one that best describes this labelling.

	Number	Percent
Picture labels on shelves storing items	1	22.2
Word labels on shelves storing items	4	44.4
Picture and word labels on shelves storing items	4	44.4

2. Tally the number of times the following language production techniques were employed by the teacher for each 30-minute period.

Tables 2 and 3 below present the data by average and lowest/highest number of times respectively for the first five 30-minute blocks of time during the observation period. The sixth block of time was excluded because of variations in length of this last time block. The actual number of times language production/enhancement techniques were employed by site can be found in Appendix D.

TABLE 2. AVERAGE NUMBER OF TIMES TEACHERS EMPLOYED EACH LANGUAGE PRODUCTION/ENHANCEMENT TECHNIQUE BY TIME PERIOD AND TOTAL CLASSROOM OBSERVATION.

Language Production/ Enhancement Technique	30-Minute Period 1st	2nd	3rd	4th	5th	Total For Observation
• Questions						
- Open-Ended	17.2	14.8	16.8	9.8	17.2	75.8
- Closed-Ended	23.1	26.6	22.8	22.1	22.4	117.0
• Restatement of Student Produced Responses						
- Exact Statement	9.2	13.1	12.5	9.7	9.5	54.0
- With Extension	8.3	5.4	8.1	6.1	7.0	34.9
Total						
- Questions	40.3	41.4	39.6	31.9	39.6	192.8
- Restatements	17.5	18.5	20.6	15.8	16.5	88.9

TABLE 3. LOWEST AND HIGHEST NUMBER OF TIMES A TEACHER EMPLOYED EACH LANGUAGE PRODUCTION/ ENHANCEMENT TECHNIQUE BY TIME PERIOD AND TOTAL CLASSROOM OBSERVATION.

Language Production/ Enhancement Technique	30-Minute Period 1st		2nd		3rd		4th		5th	
	Lowest	Highest	Lowest	Highest	Lowest	Highest	Lowest	Highest	Lowest	Highest
• Questions										
- Open-Ended	3	30	4	42	2	51	4	23	2	29
- Closed-Ended	7	55	4	61	12	72	10	52	3	50
• Restatement of Student Produced Responses										
- Exact Statement	6	14	7	31	3	40	0	18	2	17
- With Extension	5	13	1	13	3	17	1	14	0	18

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Observational Summary of Language Items

A study of the language development data presented above identifies a number of possible major findings. These findings include the following:

- All nine of the classrooms posted seven of the 25 (28.0%) common labels. These labels were the following: chalkboard, clock, cupboard, door, record player, refrigerator, and table.

- Less than a majority of the classrooms (44.4%) consistently employ both pictures and labels on shelves where various objects are stored for classroom activities.

- Teachers employed a variety of language production/ enhancement techniques to encourage children to talk more. Some interesting points relative to these techniques included:

  - Closed-ended questions are used approximately 61% of the time while open-ended questions are used approximately 39% of the time.

  - Restatement with extension accounted for approximately 39% and restatement of the exact statement accounted for the remaining 61% of all restatements of student produced responses by preschool teachers.

  - There was a wide variation between teachers in the frequency with which they employed language production/enhancement techniques (i.e., low total of 138 and high total of 556) for complete details, see Appendix D.

SUMMARY

The Michigan Early Childhood Education Preschool (MECEP) program operated in nine buildings. This is the fourth year the School District of the City of Saginaw has operated the state funded MECEP program for "at risk" four year old children. As of the end of January, 1992 the program was serving 292 pupils based on various "at risk" factors (see Appendix A for counts by building).

The process evaluation activities consisted of an on-site half-day classroom observation in one classroom for each MECEP teacher. The observation instrument focused on cognitive, psychomotor, parent participation/education, and language development activities in the classrooms.

The observations of the classrooms revealed the following: 1) activities to meet the objectives which are proposed to occur daily were taking place in all classrooms; 2) a record of parent participation was being maintained in all five of the classroom sites; 3) labels were posted on objects throughout the classrooms to assist in word recognition, however, more work is necessary to maintain the use of the common set of 25 identified this year; and 4) teachers were employing language production/enhancement techniques but with wide variation in frequency across sites.

Overall, the program is operating as planned, however, there are some areas that can be improved. Therefore, the following section presents recommendations which will help refine Saginaw's prekindergarten program.

RECOMMENDATIONS

Based upon the results of the on-site classroom observations and a review of the MECEP proposal, the following recommendations are suggested to improve the operation of the Prekindergarten program in the future.

- Purchase the necessary items for the common set of 25 labels for teachers to use to name objects in their rooms so there will be more consistency between sites. A daily inspection of the posting of labels by the teacher and/or aide is necessary to ensure they remain in place.

- The frequency of closed- to open-ended questions (approximately 61/39) seems fair, however, the past level of 55/45 seemed more reasonable. An inservice on how to increase the frequency of use of open-ended questions may be warranted.

- Because of the frequent turnover of staff, possible expansion of the program in the future, and the increasing sophistication of the preschool program, a more intensive/specific inservice training program needs to be developed so new staff can become quickly knowledgeable about common daily preschool practices and procedures. If time does not permit to do this, then the program may not meet its fullest potential.

APPENDIX A

MECEP PARTICIPANTS BY BUILDING AS OF JANUARY 24, 1992

Fuerbringer	35
Herig	72
Jerome	34
Kempton	16
Longstreet	20
Merrill Park	37
John Moore/First Presbyterian	39
Webber El.	19
Zilwaukee	20
TOTAL	292

APPENDIX B

Component: Cognitive

Objectives	Activities to Accomplish Objectives	Beginning and Ending Dates	Name/Title of Person Responsible for Implementation	Method Used to Evaluate Activity
1. Physical Knowledge	- Feeling activities - Furry and other texture toys - Play dough - Smelling and handling vegetables	September 3, 1991 June 11, 1992	Teacher, Aide	80% of the pupils will respond correctly to 2 of 3 items related to physical knowledge on the PK SORT.
2. Social Knowledge	- Books - Field trips - Films - Visitors - Role playing - Helpers in room	September 3, 1991 June 11, 1992	Teacher, Aide	80% of the pupils will respond correctly to at least 3 of 4 items related to social knowledge on PK SORT.
3. Knowledge: Classification	- Color--blocks - Shape - Size - Texture - Tone - Utility - Smell - Taste - Calendar - Sorting	September 3, 1991 June 11, 1992	Teacher, Aide	50% of the pupils will successfully apply two criteria for sorting: color and/or form on the PK SORT.
4. Knowledge: Logical - Mathematics Seriation	- Length - Height - Weight - Shades of color - Hardness - Softness - Cuisenaire rods - Block tower building - Texture activities	September 3, 1991 June 11, 1992	Teacher, Aide	70% of the pupils will answer at least 1 of 2 related items on PK SORT
5. Spatio-temporal Knowledge: Structure of Time	- Show and tell - Story--book - Role playing - Science experiments - Calendar - Preparation of lunch, art, cleanup, home bound - Growth stages - Finger play - Farmer in Dell - Audio visual material	September 3, 1991 June 11, 1992	Teacher, Aide	50% of the pupils will respond correctly to at least 50% of the relate items on PK SORT.

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APPENDIX B

Component: Cognitive (con't.)

Objectives	Activities to Accomplish Objectives	Beginning and Ending Dates	Name/Title of Person Responsible for Implementation	Method Used to Evaluate Activity
6. Expressive Language: Labeling	- Naming pictures in storybook - Naming items in catalogue - Naming objects in house - Naming items in classroom - Tag pictures	September 3, 1991 June 11, 1992	Teacher, Aide	85% of the pupils will label at least 4 objects in a picture on the PK SORT.
7. Expressive Language: Mean Length of Utterance	- Retelling of story - Expounding child's sentence (i.e., apple--eat, apple--I eat, apple--I eat an apple)	September 3, 1991 June 11, 1992	Teacher, Aide	80% of the pupils will use at least 3 of 5 elements of fluency on PK SORT.
8. Expressive Language: Semantics	- Flannel board stories - Language stories - Emphasizing specifics - Grammatical structures: such as ing, past tense, personal pronouns and copulas (verb "to be") and descriptors	September 3, 1991 June 11, 1992	Teacher, Aide	65% of the pupils will use at least 2 of 5 semantic elements on PK SORT.
9. Expressive Language: Plot Extension/ Expansion	- Completing unfinished sentences - Adding endings to stories - Drawing inferences	September 3, 1991 June 11, 1992	Teacher, Aide	50% of the pupils will use at least one elemen of plot extension in their description on the PK SORT.
10. Fine Motor Coordination	- Art work - Writing on board - Finger painting - Folding - Stirring pudding - Peg boards - Pouring - Geoboards - Puzzles - Cuisenaire rods	September 3, 1991 June 11, 1992	Teacher, Aide	80% of the pupils will perform at least 3 of 4 activities on the PK SORT

APPENDIX B

Component: Psychomotor

Objectives	Activities to Accomplish Objectives	Beginning and Ending Dates	Name/Title of Person Responsible for Implementation	Method Used to Evaluate Activity
11. Spatio-Temporal Knowledge: Structuring of Space (Order)	- Games--straight line - Role playing - Manipulation of object (rods, blocks, toys) - Poetry - Prose - Counting days till - Finger plays - Bear Hunt - AAA - Ten Little Indians - Line drawings	September 3, 1991 June 11, 1992	Teacher, Aide	65% of the pupils will correctly pattern a topological relationshi on the PK SORT.
12. Representation at the Symbol	- Sand drawings - Paper cutting - Cookie cutting with clay - "Simon Says" - Tracing - Rubbing	September 3, 1991 June 11, 1992	Teacher, Aide	65% of the pupils will copy 3 of 4 shapes on t PK SORT.
13. Gross Motor Coordination	- Rhythms - Dancing - Jungle gym - Free play activities - Balance beam - Mats--tumbling - Play all equipment	September 3, 1991 June 11, 1992	Teacher, Aide	80% of the pupils will complete at least 3 of movements.

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APPENDIX B

Component: Affective

Objectives	Activities to Accomplish Objectives	Beginning and Ending Dates	Name/Title of Person Responsible for Implementation	Method Used to Evaluate Activity
14. Preference Value Teacher	- One to one relationship with an adult - Seeking adult as resource	September 3, 1991 June 11, 1992	Teacher, Aide	Pre- to post-test increases will average 20% or more on relevant Affective Rating Scale (ARS) items.
15. Self-control	- Consistent classroom environment--inner control--freedom and responsibility	September 3, 1991 June 11, 1992	Teacher, Aide	Pre- to post-test increases will average 20% or more on relevant Affective Rating Scale (ARS) items.
16. Positive Peer Interaction	- Sharing, selecting partners, initiating activities with others	September 3, 1991 June 11, 1992	Teacher, Aide	Pre- to post-test increases will average 20% or more on relevant Affective Rating Scale (ARS) items.
17. Initiates activities	- Positive reinforcement	September 3, 1991 June 11, 1992	Teacher, Aide	Pre- to post-test increases will average 20% or more on relevant Affective Rating Scale (ARS) items.
18. Positive Work	- Continues with task	September 3, 1991 June 11, 1992	Teacher, Aide	Pre- to post-test increases will average 20% or more on relevant Affective Rating Scale (ARS) items.
19. Curiosity	- Questions, explores experiments	September 3, 1991 June 11, 1992	Teacher, Aide	Pre- to post-test increases will average 20% or more on relevant Affective Rating Scale (ARS) items.
20. Creativity	- Different ways to approach a task	September 3, 1991 June 11, 1992	Teacher, Aide	Pre- to post-test increases will average 20% or more on relevant Affective Rating Scale (ARS) items.

APPENDIX B

Component: Parent Participation/Education

Objectives	Activities to Accomplish Objectives	Beginning and Ending Dates	Name/Title of Person Responsible for Implementation	Method Used to Evaluate Activity
21. Parent Participation	Parents will be expected to help out in the classroom or on field trips at least once per month.	September 3, 1991 June 11, 1992	Teacher, Aide	60% of the families will participate in classroom or on field trips four times per year.
22. Parent Education Program: Friday Meetings	Friday parent/child meetings will be held at least once per month covering learn-activities of the past month and what is planned in the future and how parents can help their child.	September 3, 1991 June 11, 1992	Teacher, Aide	60% of the families will participate in parent meetings four times per year.
23. Parent Education Program: Home Work Activities	Every two weeks a new homework assignment will be given relating to one of the first thirteen cognitive/psychomotor objectives.	September 3, 1991 June 11, 1992	Teacher, Aide	80% of the families will complete with the child nine home activities and return them to school.

APPENDIX B

Component: Curriculum

Objectives	Activities to Accomplish Objectives	Beginning and Ending Dates	Name/Title of Person Responsible for Implementation	Method Used to Evaluate Activity
24. To establish an Early Childhood Education Curriculum Committee	Curriculum Committee meetings	October, 1991 June, 1992	Program Supervisor	Review of meeting agendas and products developed. Committee will meet at least four (4) times during the 1988-89 school year.

APPENDIX B

Component: Community Collaboration/Participation

Objectives	Activities to Accomplish Objectives	Beginning and Ending Dates	Name/Title of Person Responsible for Implementation	Method Used to Evaluate Activity
25. To establish an Early Childhood Education Advisory committee	Advisory Committee meetings	October, 1991 June, 1992	Program Supervisor	Review of meeting agendas. Advisory Committee will meet at least three (3) times during the 1988-89 school year.

APPENDIX B

Component: Staff Development

Objectives	Activities to Accomplish Objectives	Beginning and Ending Dates	Name/Title of Person Responsible for Implementation	Method Used to Evaluate Activity
26. Early Childhood Education Staff will participate in inservice to improve their instructional skills and broaden their base of knowledge.	Appropriate inservice programs will be developed and implemented.	October , 1991 June , 1992	Program Supervisor	75% of the ECC staff will participate in 75% of the inservices offered. Monthly inservice sessions will be offered during the 1988-89 school year.

APPENDIX C

MECEP PRESCHOOL ACTIVITY OBSERVATION CHECKLIST 1991-92

Teacher's Name _____ Observer's Name _____

Aide's Name _____ Date _____

School _____ Length of Observation _____

Number of Preschoolers _____ Number of Parents _____

Product Objective Referent Number	Type of Activity*	✓	Check if Activity Occurred During Observation Period Example
1	Properties of Object; i.e., shape, color, hardness (five senses)**		
2	Social Knowledge (i.e., work roles)		
3	Grouping and Regrouping (i.e., classification)**		
3 (Sub-Skill)	One-to-One Comparison (i.e., matching, pouring, getting coats, rearranging collections)		
4	Transitive Relations (i.e., length height, weight, shades, hardness)		
5	Temporal Ordering of Events		
6	Expressive Language: Labeling (i.e., will name various objects in room, in a picture, etc.)		

*Refer to MECEP Program Examples of Preschool Activities Sheet for a detailed explanation of the types of activities.

**These activities plus some aspect of work on physical knowledge should be part of the daily classroom activity.

✓ - Occurred

APPENDIX C

Product Objective Referent Number	Type of Activity*	✓	Check if Activity Occurred During Observation Period
			Example
7	Expressive Language: Mean Length of Utterance (i.e., encourage, completeness of sentences, length, etc.)		
8	Expressive Language: Semantics (i.e., descriptors, modifiers, etc.)		
9	Expressive Language: Plot Extension (i.e., predictions cause and effect, conclusions)		
10	Eye-Hand Coordination (Gross and Fine Motor and Manipulative)**		
11	Linear Order (i.e., straight lines, counting)		
12	Copying Specific Shapes (i.e., cutting, pantomime, drawing)		
13	Gross Motor Coordination**		
14-16	Record of Parental Participation Being Maintained		

*Refer to MECEP Program Examples of activities for a detailed explanation of the types of activities.

**These activities plus some aspect of work on physical knowledge should be part of the daily classroom activity.

✓ - Occurred

APPENDIX C

ASSOCIATED LANGUAGE OBSERVATION INSTRUMENT
1991-92

1. Are labels posted on objects throughout the classroom?

____ No

____ Yes If yes, please check those listed. Others (Please specify)

___	work bench	___	_____
___	puzzles	___	_____
___	flag	___	_____
___	closet	___	_____
___	painting	___	_____
___	chalkboard	___	_____
___	science	___	_____
___	housekeeping	___	_____
___	cupboard	___	_____
___	heater	___	_____
___	table	___	_____
___	truck	___	_____
___	bathroom	___	_____
___	lights	___	_____
___	clock	___	_____
___	sand table	___	_____
___	sink	___	_____
___	record player	___	_____
___	desk	___	_____
___	blocks	___	_____
___	chair	___	_____
___	window	___	_____
___	refrigerator	___	_____
___	door	___	_____
___	books	___	_____

If shelves are labeled check the one that best describes this labeling.

___ picture labels on shelves storing items

___ word labels on shelves storing items

___ picture and word labels on shelves storing items

APPENDIX C

2. Tally the number of times the following language production techniques were employed by the teacher for each 30-minute period. Record the major learning activities during each period.

   A. First 30 minutes:

      Questions -

      Open-ended (thought provoking): _____

      _____

      _____

      _____

      _____

      Closed-ended (right answer): _____

      _____

      _____

      _____

      _____

      Restatements of student produced responses -

      Exact statement: _____

      _____

      _____

      _____

      _____

      With extension: _____

      _____

      _____

      _____

      _____

      Major learning activities: _____

      _____

      _____

      _____

      _____

      _____

APPENDIX C

B. Second 30 minutes:

Questions -

Open-ended (thought provoking): _____

_____

_____

_____

_____

Closed-ended (right answer): _____

_____

_____

_____

_____

Restatements of student produced responses -

Exact statement: _____

_____

_____

_____

_____

With extension: _____

_____

_____

_____

_____

Major learning activities: _____

_____

_____

_____

_____

_____

APPENDIX C

C. Third 30 minutes:

Questions -

Open-ended (thought provoking): _____

_____

_____

_____

_____

Closed-ended (right answer): _____

_____

_____

_____

_____

Restatements of student produced responses -

Exact statement: _____

_____

_____

_____

_____

With extension: _____

_____

_____

_____

_____

Major learning activities: _____

_____

_____

_____

_____

APPENDIX C

D. Fourth 30 minutes:

Questions -

Open-ended (thought provoking): _____

_____

_____

_____

_____

Closed-ended (right answer): _____

_____

_____

_____

_____

Restatements of student produced responses -

Exact statement: _____

_____

_____

_____

_____

With extension: _____

_____

_____

_____

_____

Major learning activities: _____

_____

_____

_____

_____

_____

APPENDIX C

E. Fifth 30 minutes:

Questions -

Open-ended (thought provoking): _____

_____

_____

_____

_____

Closed-ended (right answer): _____

_____

_____

_____

_____

Restatements of student produced responses -

Exact statement: _____

_____

_____

_____

_____

With extension: _____

_____

_____

_____

_____

Major learning activities: _____

_____

_____

_____

_____

_____

APPENDIX C

F. Sixth 30 minutes:

Questions -

Open-ended (thought provoking): _____

_____

_____

_____

_____

Closed-ended (right answer): _____

_____

_____

_____

_____

Restatements of student produced responses -

Exact statement: _____

_____

_____

_____

_____

With extension: _____

_____

_____

_____

_____

Major learning activities: _____

_____

_____

_____

_____

APPENDIX C

MECEP -- PRESCHOOL

Example of Preschool Activities According to Product and Process Objectives

Type of Activity	Activity Examples	
Objective 1 - Physical Knowledge: Properties of and Appropriate Behavior for Exploring Properties of an Object (Shape, color, hardness--using the five senses. Changing shades, measuring weighing.)	-Making apple sauce, soups, cookies, etc. -Smelling and handling -Fruits and vegetables -Sawing wood -Tinkertoys -Sand paper activities -Feeling activities -Snacks--(mixtures) -Snow experiments -Bubble blowing -Straw painting -Furry and other textured toys -Fast and slow inclined plane	-Paper mache -Growing plants from seeds -Cutting -Freezing -Heating -Rolling -Twisting -Frosting -Jello -Butter -Cakes -Paint mixing -Sinking and floating -Color macaroni -Play dough
Objective 2 - Social Knowledge: (World of work and roles of workers)	-Books -Field trips -Films -Visitors -Role-playing -Helpers in the room	-Community workers -School workers -Visiting patrolmen -Postman
Objective 3 - One Criterion Classification: Shifting to a Second Criterion Among an Array of Objects (grouping shifting from one criterion to another).	-Color--blocks -Shape -Size -Texture -Tone -Utility -Smell -Taste -Calendar	-Sorting -Attendance--number of girls -Attendance--number of boys -Putting toys away -Doll house -Doll dishes
Sub Skill for Objective 3 - Conservation of Number by One-to-One Comparison (gross comparison between collections; comparisons by one-to-one correspondence)	-Collections--rearrangement of -Lunch activities -Setting table -Matching -Calendar -Passing anything -Weather	-Getting coats -Right boot -Pouring activities

APPENDIX C

(MECEP -- PRESCHOOL Cont.)

Type of Activity	Activity Examples
Objective 4 - Seriation: Relations Among Transitive Relationships (seriation--comparing and arranging things according to a given dimension by transitive relations)	-Length -Height -Weight -Shades of color -Hardness -Softness -Cuisenaire rods -Block tower building -Texture activities
Objective 5 - Temporal Ordering: of Three or Four Events (Structuring Time)	-Show and tell -Story--book -Role-playing -Science experiments -Calendar -Preparation art, lunch, cleanup home bound -Growth stages -Finger plays -Farmer in the Dell -Audio-visual materials
Objective 6 - Expressive Language: Labeling	-Naming pictures in storybook -Naming items in catalogues -Naming objects in house -Naming items in classroom
Objective 7 - Expressive Language: MLU (Mean Length of Utterance)	-Retelling a story -Expounding child's sentence (i.e., apple--eat apple--I eat apple--I eat an apple
Objective 8 - Expressive Language: Semantics	-Flannel board stories -Language stories -Emphasizing specific -Grammatical structures: such as ing, past tense, personal pronouns and copulas (verb "to be") and descriptors
Objective 9 - Expressive Language: Plot Extension	-Completing unfinished sentence -Adding endings to stories -Drawing inferences

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APPENDIX C

(MECEP -- PRESCHOOL Cont.)

Type of Activity	Activity Examples	
Objective 10 - Fine Motor Activities: Eye-Hand Coordination (use of classroom tools and materials--cutting, pasting, tearing)	-Art work -Writing on the board -Finger painting -Folding -Stirring pudding -Pegboards -Pouring -Geoboards -Puzzles -Cuisenaire rods -Sorting beads and buttons -TRY -Building blocks	-Lacing -Weaving -Chalkboards -Flannel boards -Clay -Sand box -Water play -Spreading peanut butter -Coats--button and zippers -Clean up time -Finger plays -Using musical instruments
Objective 11 - Topological Relationships Concerning Linear Order (Structure of Space)	-Games--straight line -Role-playing -Manipulation of Object (rods, blocks, toys) -Poetry -Prose	-Counting days till _____ -Finger plays -Bear hunt -AAA -Ten Little Indians
Objective 12 - Copying of Specific Shapes	-Line drawings -Sand drawing -Paper cutting -Cookie cutting with clay -"Simon Says" -Tracing -Rubbing	-Pegboards -Geoboards -TRY -Writing chalkboard -Directed copying activity -Pantomine -Exercises
Objective 13 - Gross Motor Coordination: (large body movements, climbing, walking, rolling)	-Rhythms -Dancing -Jungle gym -Free play activities -Balance beam -Mats--tumbling -Play all equipment -Jumping jiminy -Jump roles--forming circles with activities -Jumping Jacks -Duck Duck Goose -Squirrel in tree	-Johnny works with one hammer -Bear hunt -Acting out Mother Goose rhyme -Rhythm Estamae -Dodge ball -Balls and skateboard -Play house -Roller skates -Snowman activities -Up the steps

APPENDIX D

TABLE D.1. NUMBER OF TIMES MECEP TEACHERS EMPLOYED LANGUAGE PRODUCTION/ENHANCEMENT TECHNIQUES BY TIME PERIOD AND TOTAL CLASSROOM OBSERVATION FOR EACH SITE, JANUARY, 1992.

Thirty-Minute Period Language Production/ Enhancement Techniques	SITE*								
	1	2	3	4	5	6	7	8	9
A - First									
Open Ended	11	20	26	23	30	19	5	3	18
Closed Ended	14	27	55	35	17	12	7	9	32
Exact Statement	6	10	13	8	14	13	6	6	7
With Extension	6	6	5	7	8	18	6	6	13
B - Second									
Open Ended	7	22	42	13	7	10	7	4	22
Closed Ended	52	24	61	36	11	7	4	8	37
Exact Statement	8	9	31	12	8	10	7	7	26
With Extension	7	6	1	4	2	7	4	5	13
C - Third									
Open Ended	2	12	51	4	28	25	4	14	12
Closed Ended	21	12	72	24	21	12	16	13	15
Exact Statement	3	5	40	3	8	20	13	13	8
With Extension	4	3	7	4	14	17	7	14	3
D - Fourth									
Open Ended	0	16	9	6	23	18	4	5	8
Closed Ended	11	19	52	43	19	12	12	10	21
Exact Statement	0	9	5	7	16	18	11	10	12
With Extension	2	5	1	4	7	12	5	5	14
E - Fifth									
Open Ended	2	15	23	20	29	20	7	12	27
Closed Ended	22	20	50	35	14	16	3	5	37
Exact Statement	2	8	8	9	13	18	4	7	17
With Extension	2	3	4	0	12	18	6	10	8
TOTAL									
Questions	142	187	441	239	199	151	69	83	229
Restatements	40	64	115	58	86	151	69	83	121